

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education judgement, Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, teaching (pedagogy) and assessment

Impact - Attainment and progress

To assist schools with common transferable language, this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any underspend from 2022/2023, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2024.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2025/26	£17,900

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2025. Please see note above	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025/26		Total fund allocated: £17,900		Date Updated: 16/07/25	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: £4535.40
Intent	Implementation		Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Pupils to access after-school sports clubs.	At least one sports activity to be available for each Key Stage every half term. Target Year 5 and 6 children as well as SEN children. Target boys to increase participation. Ensure good variety of activities. Keep attendance register for each activity and upload onto GetSet4PE. All pupils to access at least one high quality sporting club during the course of an academic year.		£1770		

	<p>Use pupil voice from July 2025 to decide which afterschool clubs to run (gymnastics, dance, football).</p> <p>Investigate coaches and local sports club in the area to deliver afterschool club sessions.</p>			
<p>Pupils will take part in a Change4Life club at lunchtime.</p>	<p>Pupils to be offered a half term of a Change4life physical activity club at dinner times.</p> <p>GLL to provide to deliver lunchtime sessions for 30 minutes.</p> <p>Pupils are more active and this gives them the skills and confidence to take part in after school clubs and competitive sport.</p>	£240		
<p>‘Top up’ intensive swimming sessions for Year 6 pupils.</p> <p>Taster sessions for Year 2 pupils.</p>	<p>Pupils from Year 6 to participate in an intensive week of swimming sessions to accelerate swimming attainment before transitioning to secondary school.</p> <p>Outcome 1 All year 6 pupils can swim 25m competently, confidently and proficiently.</p> <p>Outcome 2 All year 6 pupils can use a range of strokes.</p> <p>Outcome 3</p>	£1955		

	<p>All year 6 pupils can perform safe self-rescue in different water-based situations.</p> <p>Any pupils who do not meet national requirements continue for more intensive weeks.</p> <p>Year 2 pupils to build confidence in the water before accessing Key Stage 2 swimming lessons.</p>			
<p>Year 6 pupils to have sessions on water safety.</p>	<p>Year 6 pupils are offered sessions to learn about water safety.</p> <p>All Year 6 pupils:</p> <ul style="list-style-type: none"> • Know the dangers of water and understand how to act responsibly when playing in or near different water environments. • Understand local water safety advice. • Know how to use survival and self-rescue skills if they unintentionally fall in or get into difficulty in the water. • Know what to do if others get into trouble. • Know the steps to take when someone else gets into difficulty in the water. 			

Increase pupils' daily physical activity.	5-a-day resource purchased and rolled out to all year groups to increase pupils' daily physical activity. Staff have access to interactive resources to increase pupils' daily physical activity. Pupils are provided with 5-minute exercise routines and 2-minute chill out routines in the classroom.	£470.40		
To increase fine and gross motor skills across EYFS and KS1.	Emily Jackson (EYFS lead) to attend the Active Cumbria: Take Ten- The Importance of Fine and Gross Motor skills workshop on Friday 3 rd October.	£100		
R indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £1250
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
PE leads to work collaboratively together.	Laura Fowler and Bryony Woodcock identified as our PE and Sports leaders at Orgill. Bryony to be the sports event coordinator, Laura to be the curriculum coordinator.	£300		

	<p>PE leaders to attend PE network meetings within our cluster to support her continuous professional development (CPD) in the role.</p> <p>PE Leaders to meet with our local School Games Organiser (SGO), Chantal Malan, to support her with the provision of PE inside and outside of school.</p> <p>Communicate with local schools to organise sharing buses to competitions.</p>			
<p>Pupils to take on leadership roles that support the delivery of PE, sport and physical activity within our school.</p>	<p>Staff and pupils attend play leader training provided by our local SGO.</p> <p>New playleaders to be identified and trained as ambassadors for sport in school.</p> <p>Deliver assemblies which promote the values of PE and Sport in school.</p> <p>Investigate pupil voice.</p> <p>Playleader used to increase pupils' physical activity during lunchtimes.</p> <p>Playleaders used to support the delivery of inter-school sporting activities in our local area.</p>	<p>£500</p>		

	Resources are provided to support pupils with delivery. Pupils understand the importance of sport and physical activity and have their voices represented.			
Enhance break time provision by developing leadership skills of upper Key Stage 2 pupils through an experience day.	Year 5 and 6 pupils participate in a break time and leadership activities day. Help support children when using the MUGA and when on the small yard. Pupils attend workshops which teach them how to deliver simple practical activities which can be used at break times.	£150		
Promote competitive sport by introducing pupils to a successful athlete.	Invite an athlete or coach into school to work with children and run workshops. Coaches to deliver an assembly explaining their sport.	£300		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£7,210
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Teachers have the resources readily available for them to teach a broad PE curriculum.</p>	<p>All pupils have access to a range of resources in all areas of PE.</p> <p>Pupils are able to develop their skills and understanding in a range of sports.</p> <p>Pupils have a safe environment to develop their PE knowledge and skills.</p> <p>Resources needed for each lesson are available for teachers to use.</p> <p>Purchase resources for children with medical needs and SEN to help be more inclusive in PE lessons.</p>	<p>£1200</p>		
<p>Teachers have the skills and confidence to deliver dance and gymnastics.</p>	<p>Continue to use the dance scheme as part of GetSet4PE.</p> <p>Staff CPD on how to utilise dance and gymnastics topics on GetSet4PE for teachers to implement scheme.</p> <p>Teachers have the skills and confidence to teach Dance in curriculum PE lessons.</p>	<p>£775</p>		

<p>Continue to use and implement the scheme Get Set 4 PE.</p>	<p>PE leaders Laura Fowler and Bryony Woodcock to continue facilitating the implementation of this scheme.</p> <p>Teachers have the skills and confidence to teach all areas of the curriculum in PE lessons. CPD is available for all staff.</p> <p>CPD for staff on how to upload attainment and data onto their class page.</p>			
<p>Staff members have access to the Cross-curricular Orienteering portal.</p> <p>Staff and pupils to have an annual enrichment day.</p>	<p>New staff members have the skills and confidence to teach orienteering in curriculum PE and cross-curricular lessons.</p> <p>Existing staff members refresh their skills and confidence teaching orienteering in curriculum PE and cross-curricular lessons.</p> <p>Staff have access to the online resources needed to deliver high quality orienteering lessons in school.</p> <p>Pupils are provided with an orienteering enrichment day (see below in key indicator 5).</p>	<p>£500</p> <p>£675 + travel</p>		

<p>Investigate external providers to support teachers with CPD in PE lessons.</p>	<p>Use staff voice from July 2025 to implement coaching sessions to aid their selected area of CPD.</p> <p>Teachers and external providers to work alongside each other to upskill teachers.</p> <p>Investigate webinars to support staff CPD and twilight training sessions.</p>	<p>£350</p>		
<p>Deliver training on physical literacy to staff to help implement it into lessons and across the PE curriculum.</p>	<p>Investigate webinars to support staff CPD and twilight training sessions.</p> <p>https://www.youtube.com/watch?v=GXRfNHpGTME</p> <p>Ask SGO Chantal Malan to deliver staff CPD on physical literacy.</p>	<p>£100</p>		
<p>Teachers have the skills and confidence to teach intra school games and racket sport competitions.</p>	<p>Coach from GLL to deliver coaching sessions to pupils from Nursery and Reception to Year 6 alongside the class teacher.</p> <p>Teachers and coach to work alongside each other towards intra school competitions.</p> <p>Ask Katie (GLL coach) to deliver staff CPD on how to set up competitive games in school and how to organise simple inter-school games.</p>	<p>£3610</p>		

	<p>Results are celebrated on our sports display board each half term.</p> <p>Teachers can deliver quality games lessons which leads to pupils achieving higher standards.</p>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Percentage of total allocation:
£810

Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>
<p>Pupils to know the sporting opportunities that are available to them locally.</p>	<p>Coaching sessions at Windscales Squash club.</p> <p>Bowls coaching and tournament at Egremont bowling club.</p> <p>Mrs Roberts & jujitsu coach to deliver a Jujitsu engagement day across the school in Spring term.</p> <p>Matthew Sempill to deliver cricket training sessions for 6 weeks.</p> <p>Cross-fit taster sessions in Spring term.</p>		

	<p>Engage with local sports and coaches in the area. Continue to promote sporting activities and opportunities of social media for children to access outside of school.</p> <p>School notice board display advertising local sports.</p> <p>Pupils are more aware of local sporting opportunities and are encouraged to take this pathway.</p>			
To take part in a PSHE full day experience with CUFC Community Sports Trust	<p>Engage with CUFC to develop healthy mindsets and life style.</p> <p>Utilise skills taught in the workshop in their social environment.</p>	£210 (£30 per hour)		
Pupils to participate in a skateboarding showcase event.	<p>Pupils will participate in a 45-minute workshop with Team Rubicon on Wednesday 1st October.</p> <p>Pupils will be engaged and inspired by a new sport.</p> <p>Pupils will gain confidence and an understanding of a healthy and active lifestyle as well as positive mental attitudes.</p>	£360		

Pupils to participate in a wheelchair basketball event.	Pupils will participate in a 20-minute workshop. Hold a wheelchair basketball event on Monday 7 th October 2024.	£240		
Increase the profile of girls' sports in school.	Girls provided with an after school sports club for 1 hour after school. Increase in girls accessing sports. Utilise pupil voice from July 2025 to host clubs which the children were interested in (gymnastics, dance). Links made between school and community clubs. Increase in girls attending competitive sports.			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £4090
Intent	Implementation	Impact		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>Make maximum use of the School games sports event timetables.</p>	<p>Meet with our SGO and use the timetable to create our long-term curriculum plan. This will support staff and pupils in upcoming competitive events.</p> <p>Pupils are provided with a full programme of competitions and festivals.</p> <p>An increase in pupils engaging in competitive sport and festivals.</p> <p>Ensure that B and C teams are entered into events where possible.</p> <p>PE and sport leader to work with teachers to identify opportunities for competitive sport throughout the academic year.</p> <p>All pupils engage in competitive sport and this gives them the skills and confidence to take part in further competitive sport.</p> <p>Investigate links with nearby schools to participate in games activities, which link to extracurricular games we have on offer.</p> <p>Investigate use of shared buses to events which nearby schools are</p>	<p>£3790</p>		
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	<p>attending.</p> <p>PE leaders to attend PE network meetings to investigate and discuss new host locations to increase the amount of pupils attending competitive events.</p>			
Pupils to attend Key steps 1, 2 and 3 competitions.	<p>Enter A and B team into all three age group competitions.</p> <p>Pupils have increased participation in competitive sport leading to increased motivation, confidence and competence.</p> <p>Host gymnastics afterschool club to support with key steps event.</p>	£300		
Hold an orienteering enrichment day which promotes high-energy orienteering competition.	<p>Pupils participate in an electronic timing day provided by Cross-Curricular orienteering.</p> <p>Pupils complete a variety of challenges using the latest orienteering timing technology.</p> <p>Online leaderboards to be generated with finish times appearing live throughout the day.</p>	See above (key indicator 3).		

Signed off by	
Head Teacher:	

Date:	
Subject Leader:	Bryony Woodcock/Laura Fowler
Date:	14/07/25